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# Some Aspects of the Loyola University, Chicago Rome Center of Liberal Arts

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SOME ASPECTS OF THE LOYOLA UNIVERSITY, CHICAGO  
ROME CENTER OF LIBERAL ARTS

BY  
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A Thesis Submitted to the Faculty of the Graduate School  
of Loyola University in Partial Fulfillment of the  
Requirements for the Degree of  
Master of Arts

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## LIFE

Valerie T. Berghoff was born in Evanston, Illinois, on April 5, 1938.

She was graduated from Marywood School for Girls in Evanston, Illinois, in June, 1956, and from Clarke College in Dubuque, Iowa, in 1960, she received her Bachelor of Arts.

From September, 1960 to June, 1963, the author taught for the Archdiocese of Chicago in its elementary system. During that time she enrolled in the Graduate School of Loyola University, with the goal of achieving a M.A. degree in Education.

In September, 1963, Miss Berghoff joined the staff of Loyola in Rome as Dean of Women. She is presently employed in this position.

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## INTRODUCTION

Each year 25,000 young Americans go abroad and engage themselves in some kind of study and travel. This includes graduate students, students working with non-college organizations, those enrolled in independent study without the guarantee of credit and those students who are associated with the accredited four year colleges and universities in the United States as undergraduates working for academic credit.<sup>1</sup> This study concerns itself only with the last of these groups. In 1930 the United States had three such undergraduate programs and in 1950 there were still only ten. The academic year 1963-64 found one hundred and twenty academic year programs with a total enrollment of three thousand five hundred students. More than one half of the liberal arts colleges in the United States have either initiated foreign studies programs of their own or send students to programs organized by others.<sup>2</sup>

What does all this mean? What does it mean to the United States as a country? To the American educational system? To the parent colleges and universities? To the students? To educators? The purpose of this study is to examine these questions by doing a fairly extensive study of one of the

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<sup>1</sup>A Guide to the Evaluation of Overseas Educational Programs, Council on Student Travel, November, 1963, p. 1.

<sup>2</sup>Stephan A. Freeman, "The Responsibilities of American Universities for U.S. Students Abroad," March, 1964, p. 1.

American programs. In so doing it is hoped that it will contribute some further insight into the whole field of foreign studies.

In order to understand where this one particular program, that of the Loyola Rome Center, fits into the field of foreign studies, it is necessary to consider that field; a brief look must be taken at the other one hundred and nineteen. (Actually, the figure of one hundred twenty is already obsolete for many programs were initiated during the past academic year that are not being considered in this study.)

The programs are nearly as varied as their number, but in order to take only a bird's eye view, they are put into two categories: (1) those programs in which the American students are enrolled in the foreign universities, (2) the programs which establish their own campus in the foreign country. Both of these types have their good and bad points. The important thing is for the college or university, when setting up its foreign studies program, that it consider the problems involved while establishing its objectives. Quite naturally, the character of the program will depend upon these purposes.

For the undergraduate students who go abroad and study in the foreign university, the difficulties will be many. First and foremost, he will be in an entirely new academic atmosphere. The traditions on our campuses cannot be just ignored whether they are good or bad. When the European student has entered the university, he is among the select group which has begun to specialize, no longer being interested in general education.<sup>3</sup>

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<sup>3</sup>"Transplanted Students, A Report of the National Conference on Undergraduate Study Abroad," June, 1961, p. 5.

Another problem that parallels the first is that educators in the United States are concerned with the question of granting credit for courses studied overseas where there is no system of "credit" as known at home. Is there comparable academic achievement?<sup>4</sup>

Another obstacle that faces the American student is that this new academic atmosphere is completely indifferent to him. Teachers are not available outside of class; little or no guidance is given; quizzes and class exercises are rare. Class attendance is unnecessary.<sup>5</sup> Of course, the question here is not as the value of, for example, compulsory class attendance. The fact is that in the United States classes are compulsory and therefore the students grew up with such a discipline.<sup>6</sup>

An additional problem of major importance is that of inadequate language preparation. It is unrealistic to think that an undergraduate student who has studied a language for a few years in high school and another year or two in college, can possibly go into classes on the university level and understand, much less excel in courses in fields such as mathematics, political science, philosophy or science.<sup>7</sup>

Another problem worth considering concerns the environment in which the student will live. The European universities are even more overcrowded than

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<sup>4</sup>A Guide to the Evaluation of Overseas Educational Programs, p. 2.

<sup>5</sup>Undergraduate Study Abroad, A Report of the Consultative service on U.S. Undergraduate Study Abroad, 1964, p. 17.

<sup>6</sup>Guide to Study Abroad, p. 31.

<sup>7</sup>Undergraduate Study Abroad, p. 19.

those in the United States so dormitory space is at a greater premium.<sup>8</sup>

Living with private families is highly over rated for students are no longer taken into the family as one of its members, but are merely boarders who are left on their own to shift for themselves. Quite naturally, the problem here is the lack of supervision and guidance, often so necessary for young people who are still in their formative years.<sup>9</sup>

The second type of foreign studies program to be considered is that program which establishes its own campus in the foreign country and brings its students and faculty from the United States as well as some European teachers and conducts all but the language courses in English. These centers are extended campuses of the parent college or university and give academic credit for courses as listed in the catalogue.

This second type of program eliminates all the problems mentioned above pertaining to the American undergraduate in the foreign university. In doing so it creates a new problem. An immediate danger arises that this center will be nothing but an American island in the middle of foreign soil, and if this happens the students might just as well be studying in Reno as in Rome.

Both types of programs have merit. The difficulties confronting the first seem more grave and less easy to solve, but are certainly worthy of investigation. This study will concern itself only with the second. The procedure to be used in this study of the Loyola University Rome Center of Liberal Arts is to look into the history and underlying philosophy and to

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<sup>8</sup>Freeman, p. 2.

<sup>9</sup>Undergraduate Study Abroad, p. 23.



examine the evaluations made by the administrators, faculty, students, and parents of students who participated directly or indirectly in this program. The usual limitations of any questionnaire study are unavoidable from the very nature of any such instruments. In addition, the 1964-65 group should be more completely restudied in a subsequent investigation since a time cut off had to be decided upon. The return from this last group could not be as complete since a sizable number of them were still abroad. Thus this is looked upon as a first investigation, with stress upon historical and philosophical aspects and as much evaluation as could be practically achieved in the time allotted. Hence, no claim is made that this study is to be anything more than initiatory. However, it is hoped that it does embody valuable data which would be of assistance to any future investigation of this or similar programs.

## CHAPTER I

### THE HISTORY OF THE LOYOLA UNIVERSITY CENTER IN ROME

The Loyola Rome Center cannot be fully understood without an insight into its founder and director, Father John Felice, S.J. Nor can his background be isolated from the imprint he is making upon the program. He is a native of the island of Malta, an island that has a long and great history because of its strategic position throughout the past 2000 years. Traditionally, the Maltese, always under the protection or possession of other nations, welcomed visitors. Different European nations left their mark on the historical and cultural background of this little island in the middle of the Mediterranean Sea--an imprint which is noticeable in all the Maltese people: a real eagerness to mix with people of different cultures and learning.

In 1959 Father Felice was assigned to teach at Loyola University in Chicago. Sincere in his spirit and determination to fulfill his mission as an educator, he thought it would be advantageous for students to go and visit foreign countries, not just as tourists, but as educated observers willing to profit from the experience.<sup>1</sup>

In 1960 he organized a European summer tour and appointed Dr. Michael Fink, a Viennese professor, to lead this group and to give lectures on the

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<sup>1</sup>Interview with Fr. John Felice, S.J., February 10, 1965, Rome.

historical backgrounds of each country and the living monuments that are to be found in them.

The tour in 1960 was a success and was followed the next summer with another one in which the University granted academic credit for two courses that were given. Along with Father Felice and Dr. Fink this tour was accompanied by a number of faculty members from Loyola University. Miss Rosemary Donatelli, Father James Merts, S.J., Father Joseph Small, S.J. The late Father John Kemp, S.J. taught a course in Medieval History and Dr. John Wozniak, along with lecturers from universities in Northern Europe, taught a course in Comparative Education.

Throughout both the tours Father Felice was busy making contacts with local authorities, governmental and ecclesiastical, contacts which might be of help for further plans. It was during the second of these summer tours that he made one of his best contacts, the President of Italy, the Honorable Giovanni Gronchi. In a private audience on June 20, 1961, they discussed the possibility of bringing American students to Italy. President Gronchi had a complex of buildings that were built at the time of the 1960 Olympic Games and were now to be used as an International Student Center. The Italian government would be willing to have an American university bring a group of students to share these facilities with students from all over the world. Would Loyola University of Chicago be interested in being this university?<sup>2</sup>

Father Felice began an investigation of the already existing programs of

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<sup>2</sup>Interview with Fr. John Felice, February 21, 1965.

American universities in Europe. In examining their arrangements and values he weighed their merits and drawbacks and in consultation worked out a plan that would hopefully expand the good aspects and minimize the disadvantages. Upon his return to the United States at the end of the summer, he presented a proposal to the Loyola University authorities in Chicago to initiate this new program. The relevant portion of this proposal follows:

The project is conceived of as an experiment, that is one in which only time and experience can unfold to us the value of retaining it on a permanent basis. However, we are aware that we are embarking on an enterprise which has been tested by other Universities and found very advantageous. We are fortunate in being able to profit from their trials and errors.

Tentatively we have contacted several colleges and universities, the authorities of which have responded enthusiastically both to the academic program and to the discipline which alone can assure the attainment of our academic goals. All remarked significantly that our program minimizes a conspicuous weakness of similar programs....<sup>3</sup>

#### In conclusion:

Our prime concern is that we begin as soon as possible upon receipt of your approval to accept students for the semester beginning at the end of February, 1962. Were we to postpone our commencement until the following September, we could not be sure that this offer to Loyola University by the Italian Government will perdure....<sup>4</sup>

University officials naturally felt a need for caution. They were opposed to any arrangement if done in haste. They did, however, give it thoughtful consideration and on November 8, 1961 the Board of Undergraduate Studies voiced approval of the program.<sup>5</sup> This was only one of the hurdles

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<sup>3</sup>Plan submitted to the Rev. James Maguire, S.J., President of Loyola University.

<sup>4</sup>Ibid.

<sup>5</sup>Minutes of the Board of Undergraduate Studies, November 8, 1961.

that had to be overcome. Upon final approval of the University authorities, Fr. Robert Mulligan, the Vice President and Dean of Faculties of Loyola wrote on December 5, 1961<sup>6</sup> to Fr. John Connery, the Chicago Provincial to ask him to write the Jesuit Curia for approval of the semester in Rome. This approval was requested on December 11, and on December 22, 1961, Fr. Swain, the Vicar General, granted this permission.<sup>7</sup>

This left Father Felice with two months to put together a faculty and gather his students. The student body would have to number at least fifty in order to fulfill the commitment to the Italian Government. In February, 1962, a faculty of three professors from Chicago, Miss Rosemary Donatelli, Fr. John McKenzie, and Mr. George Szemler accompanied Fr. Felice and ninety students from all over the United States as they set out for Rome.

Beginnings were slow and difficult. There was a skeleton staff, consisting of the three professors from the United States and the European teachers in theology, history, art and philosophy departments. There was no assistant, dean, or full time secretary, not even an office or private telephone.<sup>8</sup>

In the past three and a half years the Rome Center has made noteworthy developments in every direction. It is no longer a struggle to get students; with each additional space allotted to Loyola by officials of the International Student Center, there are many students eager to fill it. (In April, 1965, the

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<sup>6</sup>Letter of Fr. Mulligan to Fr. Connery, December 5, 1961.

<sup>7</sup>Letter of Fr. Swain to Fr. Connery.

<sup>8</sup>Interview with Fr. Felice.

applicants numbered over 600, while capacity allowed only 230. Students requesting information after the first of April were told that application for admission for the academic year 1965-66 had been closed.) The administration has grown to include a Director of Studies, a Director of Admissions, a Dean of Men, a Dean of Women, a Spiritual Counselor, a full time secretary, and a graduate assistant. The year 1965-66 will bring another graduate assistant.<sup>9</sup>

In 1962 there was a plan proposed by the Vice President and Dean of Faculties, Father Robert Mulligan, S.J., to initiate a cooperative program between Loyola and other American colleges and universities. The purpose of this plan is to encourage colleges and universities to cooperate more fully with the Rome program. The participants are invited to contribute faculty and students to the Center.

Loyola accepts a pre-determined number of these students from cooperating colleges. They have to fulfill the requirements for admission to the Center. The cooperating colleges are asked to suggest professors from their own faculties to teach in Rome for a semester or a year. Such an individual has to be approved by the Committee on Faculty Appointments at Loyola in Chicago.

The cooperating schools may advertise the Rome Center as their own foreign studies program, conducted in cooperation with Loyola University. Of course, other accredited colleges are free to participate without this official liaison.

During the academic year 1964-65 the Loyola Rome Center was awarded a Mellon Fellowship in Humanities. This grant amounted to \$15,000, to be used

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<sup>9</sup>Interview with Fr. Bastian, Director of Admissions.

over a period of three years. Each year \$5,000 is given to a scholar in humanities to teach in Rome on a part-time basis and to continue his own studies in Rome. The University supplements this amount.

In its three and one half year history, the Rome Center has won a Foundation's recognition and the approval of its fellow colleges and universities, as well as the continued support of the administration in Chicago. In order to understand why, it is necessary to gain an insight into its principles and to elaborate its rationale as well as the way it has been implemented.

## CHAPTER II

### THE PHILOSOPHY OF THE LOYOLA UNIVERSITY CENTER IN ROME

Why should Americans study abroad? Certainly the country's educational system must deserve a great deal of credit for what the United States is today. America is a relatively new nation. In the span of just a few hundred years it has developed from a pioneer country to a world power. It is the greatest military power on the face of the earth. In economic and industrial genius it has not been surpassed.

Scientific and technical progress, power and prosperity are world-wide hallmarks of the American way. Because of these things, matters of great importance could be ignored. Is material progress the chief component of American education? If this was to be the main contributor of its system of education, would not its people be cheated? Of course, the young people of the United States are instructed in art, history, literature, philosophy and theology. However, this study in the humanities cannot be kept within the boundaries of the United States.

Even though the new world does, then, draw upon the old in order to educate its young, (such sources as Newton Edwards and Herman G. Richey, The School in the American Order, Boston, 1963, and R. Freeman Butts and Lawrence A. Cremin, A History of Education in American Culture, New York, 1953, richly document what might seem to be a commonplace observation) do Americans have the same awareness of the humanities, of culture, as their European



counterparts?

This is a large question, involving the whole educational enterprise. As Robert Ulich puts it:

What are the basic criteria according to which to judge the education of a nation? As this book has shown, there are many. However, one criterion is paramount, namely, whether a school system creates among its young a feeling of national belonging within a general climate of universal human values such as decency, respect, and cooperation. Instead of condescendence on one side and servility on the other, does every good citizen feel a sense of equality among the lawful members of the nation? In the light of this criterion one can only agree with Henry Steele Commager, who affirms in his book Living Ideas in America:

No other people ever demanded so much of schools and of education as have the Americans. None other was ever so well served by its schools and its educators.

But one has to go further. America is proud of the mobility of its population and, relatively speaking, of the absence of tight social classes (though there exists, as the vengeful heritage of older times, the problem of segregation). The nation is also proud of its universal school system and of the fact that abundance of living is not merely a privilege of a few. The American industrialist and engineer excel through their technical knowledge. Finally, this country has been given the role of leadership among the non-communist nations.

These are certainly great achievements, but they also involve great obligations. Whither will all this mobility lead? For there is no blessing in mobility, unless it creates deeper forms of happiness than a mutual race and scramble. Does the universality of the school system produce not only more widespread knowledge, but also better taste and more courageous individualism within a framework of worth-while loyalties and a deeper faith in man and the ultimate sources of his existence? Does abundance express itself primarily in the sales of automobiles, or in the greater appreciation of the finer arts of living? Are industrial energy and production merely means for a higher quantity of production, or for a qualitative culture that makes American leadership a matter not only of bigness, but of truly deserved respect among the family of cultured nations? This is a challenge of a magnitude rarely faced by any other nation. The future of humanity will depend on the answer.<sup>1</sup>

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<sup>1</sup>Robert Ulich, The Education of Nations, Cambridge, Mass., 1961, pp.253-4.

American youth, then should be awakened into this awareness of culture. They should have the experience of walking into the Cathedral of Chartres and realizing that this is a majestic act of devotion to God, with the dust of centuries on it--an arching reach that tries to get beyond this world. If one has this experience, he recognizes that for him as a person, this has something much grander and greater than a new super highway, important though the latter is in its way.

In attaining this culture, would a person feel more complete? Yes, Socrates' statement, "The unexamined life is not worth living" stands as a kind of model. Man would be more satisfied with life and have a higher set of values in life. He would, therefore, have less recourse to things that are superficial. He would be enabled, instead of fighting over petty things, to see that man is made more and more of the glory of God.

We are made in the image of God and we should live for the honor and glory of God. The more we develop our memory, our understanding, and our will to be open to all that there is on the face of the earth, the greater the glory of God. If God is truth, man is more an image of truth the more that he knows.

Man is always seeking truth. The materialistic values that have worked their way into the American educational system and force education for economic reasons could stifle this desire for truth. It is necessary, therefore, to return to humanistic values in order to help man reach his own fulfillment. And, of course, the richer the development of man, the more he can be useful to society

There is, then, more than personal fulfillment to be considered in the

question of study abroad. To quote Lyndon B. Johnson:

The mutual exchange of students between nations is a vital part of any program to attain world peace through better understanding . . . .

As Americans, we have been so preoccupied for so many decades with developing our own land and with solving our own national problems that we have neglected the study of other peoples, other languages and other cultures. . . . In short, we must speak to other peoples in their tongues and within their own terms.<sup>2</sup>

Having established personal, national and international motives for study abroad, it is necessary to narrow this discussion down to the philosophy that should govern the foreign studies program itself.

It is of the utmost importance that foreign studies programs be governed by high standards that will insure quality. With study abroad now so on the increase, it seems more incumbent that all institutions establish high principles and follow them as far as is humanly possible.

The following are just a few points that are stressed by the National conference on Undergraduate Study Abroad in a number of their reports. These are items which need to be considered when making an evaluation of any one program.

In the original planning the objectives of the program should be carefully thought out. Are they feasible, practical, worthy, etc. They should coincide with the purpose of the sponsoring institution and be re-examined frequently.

When the decision pertaining to the major objectives has been reached, many others will follow and concur. For example, students--will they be a highly select group who will engage in independent study? Each of these types has its own value. The program must be clearly defined so that all concerned

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<sup>2</sup>Guide to Study Abroad, p. 10.

know the objectives and how they are to be achieved. The curriculum, selection of students, housing, faculty, etc., all follow from the above.

Certainly universities and colleges should not be in competition with one another in this field of foreign studies. Cooperation between the individual institutions can bring about better faculty, finer selection of students, greater financial support: a superior program on the overall picture.

The host country and the location therein should be selected with great care. Each location will present problems and advantages to be weighed and considered.

As for the individual programs, they will come upon many problems and difficulties that will have to be handled in a unique way: the way demanded by their particular program. A quick glimpse of some of these situations and how Loyola has deemed to handle them follows:

First and foremost, the Loyola Rome Center must concern itself with the academic achievement of its students. It has chosen to do this by giving many the opportunity of studying abroad without interrupting their college education. In providing this it must be forever careful to give them more than what they can get at home. It must instill in its students a need for "culture" by first awakening them to the fact of its existence. The Center should not let itself fall into unnecessary compromise.

In Rome the library does not play as important a role as it does in the United States. Yet, it ranks next to the faculty in importance in establishing a good intellectual atmosphere. Volumes in great quantity are not of tremendous importance here for the core curriculum of the Rome Center is small and quite stable. There are approximately 28 courses taught each semester and

they remain quite similar each year. The library, then, can be highly specialized and adequate and yet comparatively small. At the end of the academic year 1964-65, the volumes numbered about four thousand.

While the students are using Rome as their classroom, Europe is their campus. They are urged to take every opportunity for travel, just as long as it does not interfere with their studies. They are encouraged to keep their course hours down, preferably around 15 hours so that they will not have to pass these advantages by. The class week has been so arranged as to give opportunity for week end travel. Classes are scheduled for longer periods during a four day class week so that the long week ends enable students to travel when class assignments permit.

Even though the school encourages travel it cannot be responsible for the students during the independent travel in which they partake. It is necessary for the parents to give their sons and daughters written permission to leave campus over-night and to stipulate the circumstances under which they may travel. Naturally, the administration reserves the right to cancel travel permissions for academic or disciplinary reasons. In these travel permissions the parents are encouraged to trust their sons and daughters and have faith in their good judgment. It is the policy of the administration that if these people are treated as young adults, they will respond accordingly. They must be given the opportunity to show a sense of responsibility and a worthiness of trust.

Naturally, this brings out but a few of the principles behind the Loyola Rome Center. Many more aspects of these guide-lines are, it is hoped, brought out which follow.

### CHAPTER III

#### STUDENTS' EVALUATIONS AND APPRAISALS

In the first week of May, 1965, 726 questionnaires were sent to all the former students of the Loyola Rome Center, almost equally divided between men and women, following the enrollment pattern. Twelve were returned because of change of address or perhaps an error in the university file. As of July 20, 1965, 392 were answered and returned, a 55% return.

Before tallying the questionnaires, they were divided into groups depending upon when the students were in attendance at Rome. For example, all the responding students from the spring semester 1962 were in one group, those from the academic year 1962-1963 were in another, and so on. This was done so that one group might be compared to another. As will be seen, the group responses were quite similar.

#### Question #1

What year did you spend in Rome?

	Freshman	Sophomore	Junior	Senior	Special
Spring, 1962	4	20	20	1	-
1962-1963	1	25	56	4	-
1963-1964	-	29	104	5	2
1964-1965	<u>1</u>	<u>25</u>	<u>90</u>	<u>5</u>	<u>-</u>
Total	6	99	270	15	2

## Question #2

When were you in Rome?

Spring, 1962	45	(Group "A")
1962-1963	86	(Group "B")
1963-1964	140	(Group "C")
1964-1965	<u>121</u>	(Group "D")

Total 392

It will be noticed that there is a considerable drop off in the response in the last group. This can be explained by the fact that many of the students had not yet returned from Europe as of July 20, 1965, the deadline set for the return of the questionnaires.

## Question #3

After acceptance to the Center, did you find information and help easy to obtain from Loyola personnel?

Group	Yes	No	No Answer
A	43	1	1
B	79	6	1
C	117	23	-
D	<u>107</u>	<u>12</u>	<u>2</u>
Total	346	42	4
	88%	11%	1%

This is one of the responsibilities of the Office of Foreign Studies at Loyola in Chicago. This office was established during the spring semester, 1962. It is from this office that the Dean of Admissions (appointed in 1963) operates as well as a full-time secretary and her part-time assistants.

## Question #4

Upon arrival in Rome did you feel an effort was made by the staff to help you orientate yourself to life in Rome?

Group	Yes	No	No Answer
A	43	2	-
B	82	4	-
C	98	39	3
D	<u>103</u>	<u>12</u>	<u>6</u>
Total	326	57	9
	83%	14%	3%

Upon arrival in Rome a week's orientation program begins the year. At this time there are lectures given by both Italians from the Government and Americans from the Embassy as well as the Center personnel giving the students an introduction to life in Rome. Other than a few guided tours through the city, the students are encouraged to use their own initiative in their investigation of this new life in the old world. Rather than being "spoon-fed," they are given their independence but know that guidance is there when they want it. Most of the students seem to be grateful for this approach, while some resent it.

The responses to Questions 5 through 9 are self-explanatory.

## Question #5

Did you continue college after Loyola in Rome?

Group	Yes	No	No Answer
A	43	2	-
B	82	3	1
C	139	1	-
D	<u>118</u>	<u>1</u>	<u>2</u>
Total	382	7	3
	97%	2%	1%



## Question #6

Have you received your bachelor's degree?

Group	Yes	No	No Answer
A	34	10	1
B	68	17	1
C	82	56	2
D	7	113	1
	<hr/>	<hr/>	<hr/>
Total	191	196	5
	49%	50%	1%

## Question #7

If not, do you plan to do so?

Group	Yes	No	No Answer
A	2	8	35
B	12	5	69
C	56	-	84
D	109	-	12
	<hr/>	<hr/>	<hr/>
Total	179	13	200
	46%	3%	51%

## Question #8

Have you done any graduate study?

Group	Yes	No	No Answer
A	28	15	2
B	23	60	3
C	6	129	5
D	2	113	6
	<hr/>	<hr/>	<hr/>
Total	59	317	16
	15%	81%	4%

## Question #9

If not, are you planning to?

Group	Yes	No	No Answer
A	13	2	30
B	45	15	26
C	96	37	7
D	93	18	10
Total	<u>247</u>	<u>72</u>	<u>73</u>
	63%	18%	19%

## Question #10

Did you find your teachers available for consultation in Rome?

Group	Yes	No	No Answer
A	43	-	2
B	74	7	5
C	126	10	4
D	110	11	-
Total	<u>353</u>	<u>28</u>	<u>11</u>
	90%	7%	3%

A large reason for this would seem to be the fact that most of the faculty reside on campus, thus helping to achieve a genuine family spirit that seems to prevail.

## Question #11

Did you find your courses in Rome easier than at your U.S. college?

Group	Yes	No	No Answer
A	18	26	1
B	51	33	2
C	75	59	6
D	68	47	6
Total	<u>212</u>	<u>165</u>	<u>15</u>
	54%	42%	4%

## Question #12

Did your professors in general grade less strictly than your U.S. college professors?

Group	Yes	No	No Answer
A	15	26	4
B	38	45	3
C	52	87	1
D	50	71	0
Total	155	229	8
	40%	58%	2%

Concerning Questions #11 and #12: Two things should be noted here. First the questions are stated in such a way that for #11 "no" can mean and does mean either "more difficult" or "the same"; and for #12 "no" can and does mean "more strictly" or "the same." Second, it is common knowledge that demands made in courses and the grades given not only vary from college to college, but also within a college and department to department. So much depends on the teacher.

## Question #13

Did you know any Italian before coming to Rome?

Group	Yes	No	No Answer
A	7	38	-
B	19	67	-
C	14	125	1
D	16	104	1
Total	56	334	2
	14%	85%	1%

## Question #14

Did you study Italian in Rome?

Group	Yes	No	No Answer
A	24	21	-
B	51	35	-
C	85	55	-
D	65	53	3
Total	<u>225</u>	<u>164</u>	<u>3</u>
	57%	42%	1%

## Question #15

Would you make Italian classes compulsory in Rome?

Group	Yes	No	No Answer
A	30	15	-
B	62	24	-
C	95	45	-
D	<u>63</u>	<u>58</u>	-
Total	250	142	-
	64%	36%	

## Question #16

Would you make Italian a pre-requisite for admission to Rome?

Group	Yes	No	No Answer
A	9	63	-
B	12	72	2
C	25	115	-
D	27	94	-
Total	<u>73</u>	<u>317</u>	<u>2</u>
	19%	80%	1%

Concerning Questions #15 and #16: The study of Italian is strongly urged but not obligatory in Rome. This is due to the fact that so many of the students, when coming to Rome, have already fulfilled their language requirements and imposing new requirements upon these students may postpone graduation for them. Perhaps the opportunity formally to study a foreign

language in its native country should compensate for a delay in graduation. In drawing the students from all over the United States, it is nearly impossible to make an Italian course a prerequisite to admission to Rome. Many schools do not even offer courses in this language.

## Question #17

At the end of your stay in Rome, could you speak Italian?

Group	Yes	No	No Answer
A	30	15	-
B	68	18	-
C	104	31	5
D	92	29	-
Total	<u>294</u>	<u>93</u>	<u>5</u>
	75%	24%	1%

## Question #18

Did you understand Italian when spoken?

Group	Yes	No	No Answer
A	38	7	-
B	76	10	-
C	125	13	2
D	115	6	-
Total	<u>354</u>	<u>36</u>	<u>2</u>
	90%	9%	1%

## Question #19

Did you gain an insight into Italian life?

Group	Yes	No	No Answer
A	44	1	-
B	85	-	1
C	137	3	-
D	121	-	-
Total	<u>387</u>	<u>4</u>	<u>1</u>
	99%	1%	

Concerning questions #17, #18 and #19: The results here may look very good. It is possible, however, that they may be a bit misleading for the

questions do not specify "to what extent." Still the overall results are somewhat impressive.

#### Question #20

Did your experience in Rome aid in your personal development?

Group	Yes	No	No Answer
A	45	-	-
B	86	-	-
C	138	1	1
D	119	1	1
Total	388	2	2
	99%		

#### Question #21

Did you profit from the close community living?

Group	Yes	No	No Answer
A	42	2	1
B	73	11	2
C	125	13	2
D	110	7	4
Total	350	33	9
	89%	9%	2%

#### Question #22

Did you find your fellow students sympathetic?

Group	Yes	No	No Answer
A	37	2	6
B	77	5	4
C	128	6	6
D	115	1	5
Total	357	14	21
	91%	3%	6%

In the above three questions negative percentages would have been cause for some concern; the large affirmative percentages convey some cause for reassurance about the values of a "community life."

## Question #23

Did you profit from the independence you were allowed?

Group	Yes	No	No Answer
A	45	-	-
B	79	4	3
C	138	1	1
D	116	4	1
Total	378	9	5
	96%	2%	2%

## Question #24

Did you feel that the freedom allowed you was adequate?

Group	Yes	No	No Answer
A	37	7	1
B	80	6	-
C	131	8	1
D	105	15	1
Total	353	36	3
	90%	9%	1%

## Question #25

Did you feel that the administration was too lenient?

Group	Yes	No	No Answer
A	2	41	2
B	8	77	1
C	4	134	2
D	2	119	-
Total	16	371	5
	4%	95%	1%

Concerning Questions #23, #24, and #25: As a matter of policy, the students are given as much freedom as the administration feels they can handle. It is assumed that they are young adults and they are treated as such. It has been the experience of the administration that the vast majority respond very favorably to this approach. In this way they are given

the opportunity to derive the most from situations encountered. At the same time, they cannot be left completely on their own responsibility. A certain amount of discipline, of authority, must go along with understanding.

There are many students who are looking for someone to respect--rather than being against one in authority. They are looking for someone who will advise and direct them so that they will not have to learn the hard way. This guidance is especially necessary here for students in a foreign land where they are so far from home and thus they feel both a burning desire for independence and a great need for guidance.

#### Question #26

Did you own (or rent for a long period of time) a car?

Group	Yes	No	No Answer
A	3	42	-
B	9	76	1
C	22	118	-
D	19	101	1
Total	53	337	2
	13%	86%	1%

#### Question #27

Did you own (or rent for a long period of time) a scooter?

Group	Yes	No	No Answer
A	4	41	-
B	12	74	-
C	23	117	-
D	18	101	2
Total	57	333	2
	14%	85%	1%



## Question #28

Were you ever involved in an accident?

Group	Yes	No	No Answer
A	1	44	-
B	22	63	1
C	34	106	-
D	25	95	1
Total	82	308	2
	20%	79%	1%

## Question #29

If you were involved in an accident, were the damages significant?

Group	Yes	No	No Answer
A	1	-	44
B	3	19	64
C	10	24	106
D	10	15	96
Total	24	58	210
	6%	15%	79%

Concerning Questions #26-#29: This is not an encouraging accident report. Again the wording of #29 is ambiguous, for, what is "significant." Certainly there have not been 24 hospitalizations in the past three and one half years, but no exact figure could be found.

## Question #30

Did the presence of the International Students have a considerable effect upon you?

Group	Yes	No	No Answer
A	25	19	1
B	57	26	3
C	81	57	2
D	54	67	
Total	217	169	6
	55%	43%	2%

## Question #31

Did you have any close friends among these students?

Group	Yes	No	No Answer
A	24	21	-
B	47	38	1
C	72	67	1
D	57	63	1
Total	<u>200</u>	<u>189</u>	<u>3</u>
	51%	48%	1%

## Question #32

Have you kept in touch with any of these students?

Group	Yes	No	No Answer
A	16	27	2
B	28	57	1
C	40	96	4
D	35	83	3
Total	<u>119</u>	<u>263</u>	<u>11</u>
	30%	67%	3%

## Question #33

Have you married or do you plan to marry one of these students?

Group	Yes	No	No Answer
A	-	45	-
B	2	81	3
C	2	136	2
D	1	118	2
Total	<u>5</u>	<u>380</u>	<u>7</u>
	1%	97%	2%

Concerning Questions #30-#33: At present the Loyola Rome Campus is part of the complex of buildings that form the International Student Center mentioned in the history. In the complex apart from the Loyola students there are about 250 students from all over the world. Even though the figures given above give an appearance of a close bond between the two groups, in

actuality, the American students certainly mix more freely and frequently among themselves than with the International Students.

### Question #34

Have you or do you plan to marry one of the Loyola students?

Group	Yes	No	No Answer
A	1	42	2
B	11	72	3
C	16	122	2
D	20	98	3
Total	48	334	10
	12%	85%	3%

### Question #35

If you answered yes to either 33 or 34, did you know this individual before coming to Rome?

Group	Yes	No	No Answer
A	1	-	44
B	2	21	63
C	2	16	122
D	-	21	100
Total	5	58	329
	1%	15%	84%

The close communal associations of the Center may have some bearing on the above results.

### Question #36

Do you approve of the bar on campus?

Group	Yes	No	No Answer
A	44	-	1
B	83	1	2
C	137	2	1
D	119	2	-
Total	383	5	4
	98%	1%	1%

## Question #37

Do you think the bar helped develop a sense of responsibility in the students with regard to drinking?

Group	Yes	No	No Answer
A	30	9	6
B	58	19	9
C	111	24	5
D	98	20	3
Total	297	72	23
	76%	18%	6%

## Question #38

Do you think that the bar permitted over-drinking that would not have occurred if beer had not been sold on campus?

Group	Yes	No	No Answer
A	2	40	3
B	7	77	2
C	7	128	5
D	12	109	-
Total	28	354	10
	7%	90%	3%

Concerning Questions #36-#38: On campus, available to all students, is a bar which sells soft drinks, ice cream, coffee, beer, wine, and hard liquor. This is one of the facilities of the International Student Center and as such, not under the direct control of the Loyola Roman Center. Naturally, it would be in many ways imprudent to forbid the drinking of alcoholic beverages on campus. The students are given the opportunity to prove themselves to be adults, and most of them succeed. After all, when in Rome, they are apt to do as the Romans do.

## Question #39

Did you go to the Middle East with the school?

Group	Yes	No	No Answer
A	-	43	2
B	47	37	2
C	94	46	-
D	65	56	-
Total	<u>206</u>	<u>182</u>	<u>4</u>
	53%	46%	1%

## Question #40

Would you advise others to take advantage of this trip?

Group	Yes	No	No Answer
A	19	-	26
B	68	2	16
C	120	6	14
D	<u>103</u>	<u>5</u>	<u>13</u>
Total	<u>310</u>	<u>13</u>	<u>69</u>
	79%	3%	18%

Concerning Questions #39 and #40: During the academic year 1962-63, the school initiated a tour to the Middle East. Since then it has continued to sponsor this tour. It is very valuable since it would be most difficult for students to travel in the Arab countries if they were not with an organized tour. It is also far less expensive to travel in this area when benefiting from a group rate. For example, an eighteen day tour to Athens, Cairo, Jerusalem, Damascus and Beirut, with all air transportation and all first class accommodations cost the students \$370 in 1964-65.

## Question #41

Excluding the Middle Eastern tour, would you advise others to travel independently as opposed to school guided tours?

Group	Yes	No	No Answer
A	25	13	7
B	67	16	3
C	115	19	6
D	115	4	2
Total	<u>322</u>	<u>52</u>	<u>18</u>
	82%	13%	5%

The students are encouraged to travel independently except for the tour of the Middle East. If they are left to their own initiative, they are free to investigate those things which are of greatest personal interest and thus are able to get a better idea of what life is like in these foreign lands. The students seem to think so, too.

## Question #42

Did you go home with the group in June or January?

Group	Yes	No	No Answer
A	38	6	1
B	69	16	1
C	82	55	3
D	<u>80</u>	<u>39</u>	<u>2</u>
Total	269	116	7
	69%	29%	2%

The students are given the option of returning with the group at the end of the term or of taking a refund of \$150 and returning home independently, thus giving them the opportunity for further travel abroad.

## Question #43

Was your religious life affected in any way by your stay at the Rome Center?

Group	Yes	No	No Answer
A	22	20	3
B	45	41	-
C	97	41	2
D	86	34	1
Total	250	136	6
	64%	34%	2%

## Question #44

If your religious life was affected, was it for the better?

Group	Yes	No	No Answer
A	18	2	25
B	35	10	41
C	82	15	43
D	70	17	34
Total	205	44	143
	52%	11%	37%

## Question #45

If you did notice a change, were the theology and philosophy courses at the Center an influencing factor?

Group	Yes	No	No Answer
A	5	19	21
B	15	30	41
C	21	76	43
D	43	44	34
Total	84	169	139
	21%	43%	36%

Could it be supposed that the courses were superior during the academic year 1964-65? The percentage of answers is also of interest, but perplexing.

## Question #46

Were discussions with clerical and lay faculty of any influence in your spiritual development?

Group	Yes	No	No Answer
A	13	18	14
B	25	20	11
C	73	26	41
D	65	22	34
Total	176	86	130

## Question #47

Did you practice your religion before coming to Rome?

Group	Yes	No	No Answer
A	45	-	-
B	80	2	4
C	174	3	3
D	113	5	3
Total	372	10	10
	94%	3%	3%

## Question #48

Did you practice your religion while in Rome?

Group	Yes	No	No Answer
A	45	-	-
B	79	5	2
C	129	9	2
D	110	11	-
Total	363	25	4
	93%	6%	1%



## Question #49

Do you practice your religion now?

Group	Yes	No	No Answer
A	45	-	-
B	80	-	-
C	130	8	2
D	109	12	-
Total	<u>364</u>	<u>23</u>	<u>5</u>
	93%	6%	1%

Concerning Questions #43-49: It is disturbing to observe the phenomenon of the students who begin to experience a certain doubt about their faith, especially when this doubt causes them to stop practicing their faith. The age of these young people is an age in which their intelligence is expanding and almost by natural gravity they have problems in trying to understand beyond the catechism their own faith and their own living. Also, there are special problems in Rome where the contrast in the kind of Catholicism that is practiced is different than to that which they are accustomed. It may take some time to understand that there is more than one way of living and of understanding in all sincerity a Catholic Faith.

## Question #50

Did you find the living quarters satisfactory?

Group	Yes	No	No Answer
A	44	1	1
B	80	3	3
C	130	8	2
D	109	12	-
Total	<u>364</u>	<u>23</u>	<u>5</u>
	93%	6%	1%

## Question #51

The food?

Group	Yes	No	No Answer
A	33	10	2
B	73	13	-
C	95	42	3
D	76	41	4
Total	277	106	9
	71%	27%	2%

Here it should be recalled that the meals are a perennial complaint item on nearly all campuses. Close to one half of those who answered #51 with a "no" specified that it was a lack of variety in the menus that they were voicing their opinions against.

## Question #52

The administration's cooperation?

Group	Yes	No	No Answer
A	41	3	1
B	80	6	-
C	133	5	2
D	118	1	2
Total	372	15	5
	95%	4%	1%

## Question #53

The medical care?

Group	Yes	No	No Answer
A	31	3	11
B	55	13	18
C	85	33	22
D	74	29	18
Total	245	78	69
	62%	20%	18%

A word should be said concerning the medical care provided in Rome.

There is, on call, a registered nurse who services the International Student

Center. There is on campus, again for all the students, free of charge, for one hour and a half each morning, a university doctor, a specialist in internal medicine. He is an Italian who received his medical training in the United States. His office and his home are near the school; he is easy to contact and will make house calls whenever requested.

#### Question #54

The religious counseling?

Group	Yes	No	No Answer
A	31	4	10
B	59	11	16
C	112	11	17
D	106	2	13
Total	308	28	56
	79%	7%	14%

#### Question #55

The academic counseling?

Group	Yes	No	No Answer
A	34	3	8
B	56	18	12
C	83	36	21
D	69	39	13
Total	242	96	54
	62%	24%	14%

#### Question #56

The traveling provisions to and from Rome?

Group	Yes	No	No Answer
A	36	6	4
B	76	7	3
C	130	7	3
D	115	4	2
Total	357	24	11
	91%	6%	3%

## Question #57

Have you returned to Europe?

Group	Yes	No	No Answer
A	6	39	-
B	9	77	-
C	6	58	76
D	-	120	1
Total	<u>21</u>	<u>294</u>	<u>77</u>
	5%	75%	20%

## Question #58

Would you advise others to come to Loyola in Rome?

Group	Yes	No	No Answer
A	44	-	1
B	86	-	-
C	135	3	2
D	<u>121</u>	<u>-</u>	<u>-</u>
Total	<u>386</u>	<u>3</u>	<u>3</u>
	98%	1%	1%

## Question #59

Have you advised others to come to Loyola in Rome?

Group	Yes	No	No Answer
A	44	-	1
B	84	2	-
C	133	4	3
D	<u>120</u>	<u>1</u>	<u>-</u>
Total	<u>381</u>	<u>7</u>	<u>4</u>
	97%	2%	1%

## Question #60

Do you hope to return to Europe?

Group	Yes	No	No Answer
A	44	-	1
B	85	1	-
C	136	2	2
D	120	1	-
Total	385	4	3
	98%	1%	1%

## Question #61

How did you first learn of Loyola in Rome?

The answers have varied greatly, but the majority fell into three groupings: The school bulletin board, a friend or former Loyola Rome Center student, and publicity in general.

## Question #62

When did you become interested in the Loyola in Rome program?

Here again it would be impossible to list all the given responses. It is interesting to note, however, that over 60% of the students said that their interest was aroused as soon as they heard of the Loyola program in Rome.

## Question #63

What college did you attend prior to Loyola in Rome?

## Question #64

If you continued your studies after Loyola in Rome, at what college?

There were about 67 colleges and universities represented among the responding students. The Jesuit schools in the United States were the largest contributors. There was an average of seven students each year that transferred from their parent college to Loyola University, Chicago after their semester in Rome or their year there.

## Question #65

Did your courses in Rome coordinate satisfactorily with the rest of your college program?

Group	Yes	No	No Answer
A	34	8	3
B	69	11	6
C	108	18	14
D	100	15	6
Total	<u>311</u>	<u>52</u>	<u>29</u>
	79%	13%	8%

## Question #66

What was your major?

To give the exact statistics of the three hundred ninety-two responding students would not be meaningful. Approximately two-thirds of this group were in the humanities, with the largest group being in history.

## Question #67

Course suggestions:

The most frequently mentioned subjects were Italian Literature, Italian Culture, Music Appreciation, Italian History, and Comparative Government.

## Question #68

Please estimate how many week-ends you left Rome.

The average was 12 week-ends in two semesters

## Question #69

Did classes stop you from traveling more?

Group	Yes	No	No Answer
A	16	27	2
B	69	11	6
C	39	67	34
D	44	77	-
Total	<u>169</u>	<u>182</u>	<u>42</u>
	43%	46%	11%

## Question #70

Did lack of financial means hamper your travel?

Group	Yes	No	No Answer
A	17	26	2
B	28	52	6
C	49	59	32
D	59	52	10
Total	153	189	50
	39%	48%	13%

## Question #71

Please give an estimate of how much money you spent over and above the set fees.

The average amount reported by these students was \$1405 for two semesters.

## Question #72

If possible, please give a breakdown of this sum.

The following percentages are approximate:

Travel (this includes room, board and transportation): 40%

Entertainment (this includes cigarettes and dinners out): 20%

Gifts (this includes souvenirs purchased for self): 25%

Miscellaneous: 15%

## Question #73

List countries and cities visited.

These would have been practically impossible to tally in detail. In general, it can be said that nearly all the students saw a good deal of Western Europe and many saw much in Northern Europe. Comparatively few spent much time behind the Iron Curtain; and only a few went to the Middle East other than those who participated in the school tour.

Question #74

Age in Rome: Average 20 years

Question #75

Father's occupation?

In general it could be said that the answers to this question could be rather evenly divided into these categories: professional, executive, skilled labor and white collar.

Question #76

Mother's occupation?

80% were housewives.

Question #77

Father's religion?

78% Catholic

Question #78

Mother's religion?

85% Catholic

Question #79

Your religion?

95% Catholic

Question #80 Father's national descent?

Question #81 Mother's national descent?

There was no pattern established here; certainly all the European nations were well represented. The question was asked originally in order to see if many of the students would be of Italian descent. The answer is that this figure is not out of proportion with the other nationalities.



## Question #82

Number of brothers and sisters?

Average: 2.2

Questions: #83-87 were to be answered by rating E: Excellent; G: Good; F: Fair; P: Poor.

## Question #83

The academic life in general?

Group	E	G	F	P	No Answer
A	8	25	6	1	5
B	8	48	21	5	4
C	22	88	27	3	-
D	4	61	48	8	-
Total	<u>42</u>	<u>222</u>	<u>102</u>	<u>17</u>	<u>9</u>
	11%	57%	26%	4%	2%

## Question #84

The Teaching staff?

Group	E	G	F	P	No Answer
A	20	20	4	-	1
B	29	43	10	1	3
C	26	76	32	6	-
D	10	48	40	23	-
Total	<u>85</u>	<u>187</u>	<u>86</u>	<u>30</u>	<u>4</u>
	22%	48%	22%	7%	1%

## Question #85

The library?

Group	E	G	F	P	No Answer
A	-	2	11	28	4
B	-	10	14	59	3
C	-	14	30	96	-
D	2	8	43	68	-
Total	<u>2</u>	<u>34</u>	<u>98</u>	<u>251</u>	<u>7</u>
	1%	9%	25%	64%	1%

## Question #86

The competition offered by other students in academic matters?

Group	E	G	F	P	No Answer
A	11	21	11	2	-
B	23	32	20	11	-
C	44	55	30	11	-
D	37	52	20	12	-
Total	115	160	81	36	-
	29%	41%	21%	9%	-

## Question #87

The correlation of curriculum with surroundings?

Group	E	G	F	P	No Answer
A	13	22	8	1	1
B	27	29	21	9	2
C	37	50	36	15	-
D	20	58	32	11	-
Total	97	159	97	36	3
	25%	40%	25%	9%	1%

In the last section the students were asked to give an idea of how things looked to them after they had returned to the United States. The reliability of these answers is questionable since the questions asked were somewhat ambiguous and the answers relative.

## Questions

- #88 Family: tolerant: 28; same: 98; in greater appreciation: 253  
 #89 Friends: tolerant: 59; same: 202; in greater appreciation: 117  
 #90 School: tolerant: 122; same: 125; in greater appreciation: 119  
 #91 Country: tolerant: 58; same: 58; in greater appreciation: 263  
 #92 World: tolerant: 14; same: 22; in greater appreciation: 342  
 #93 Self: tolerant: 21; same: 37; in better understanding:

In summary, it can be said that, in general, the students' reaction to the Rome Center was quite favorable and should be encouraging to the University. They are referred to again in the last chapter.

## CHAPTER IV

### PARENTS' EVALUATIONS AND APPRAISALS

Seven hundred twenty-three questionnaires were sent to the parents of all the former students of the Loyola Rome Center. Fifteen parents could not be located. As of July 20, there were two hundred sixty-four completed questionnaires that had been returned to the Office of Foreign Studies.

#### Question #1

What year did your son/daughter spend in Rome?

Class	Questionnaires distributed	Returned
Spring 1962	90 (Group A)	34 13%
1962-1963	163 (Group B)	64 24%
1963-1964	236 (Group C)	96 36%
1964-1965	244 (Group D)	71 27%

The first three groups had a response that was a little better than one-third. The final group shows a drop off. This could have two explanations. All of the questionnaires were sent to the parents at the same time, that being the first week in May. None of the second semester or full year students had returned to the United States. These parents could not answer the questionnaires adequately until their sons and daughters were back home. Being put to one side for a month, many could have been mislaid. These should have been held and sent with the students of the academic year 1964-1965, which was in the middle of June. The second reason is that many of the students are still abroad, so even now the parents cannot answer the questionnaires.

## Question #2

Were you in favor of his coming to Rome prior to his attendance?

Group	Yes	No	No Answer
A	31	2	-
B	61	3	-
C	94	1	1
D	<u>71</u>	<u>-</u>	<u>-</u>
Total	257	6	1
	97%	2%	1%

Of these six who were not in favor of sending their sons and daughters to Rome, three were sorry in the end that they had.

## Question #3

a. Was there a noticeable change in him upon his return from Rome?

Group	Yes	No	No Answer
A	22	8	3
B	50	11	3
C	78	11	7
D	<u>53</u>	<u>16</u>	<u>2</u>
Total	203	46	15
	77%	17%	6%

b. If yes, was it for the better?

Group	Yes	No	No Answer
A	21	1	10
B	50	3	11
C	73	5	16
D	<u>52</u>	<u>1</u>	<u>18</u>
Total	196	10	55
	75%	4%	21%

c. Had he gained in maturity?

Group	Yes	No	No Answer
A	28	1	4
B	62	-	2
C	90	3	3
D	<u>65</u>	<u>-</u>	<u>6</u>
Total	245	4	15
	93%	1%	6%

d. Had he gained in independence?

Group	Yes	No	No Answer
A	28	2	3
B	61	1	2
C	88	4	4
D	61	1	9
Total	<u>238</u>	<u>8</u>	<u>18</u>
	90%	3%	7%

e. Had he gained self-reliance?

Group	Yes	No	No Answer
A	31	1	1
B	61	1	2
C	88	5	3
D	61	3	7
Total	<u>241</u>	<u>10</u>	<u>13</u>
	91%	4%	5%

f. Did you notice any other development, either for the good or bad upon which you care to comment?

Over sixty percent of the parents left this blank. Listed below are the typical answers of those who did respond to this question.

Greater appreciation of the arts  
 Developed taste for travel  
 Greater interest in humanity  
 Greater respect for all people  
 More rounded personality  
 General improvement  
 Discontent at home; eager to return  
 More mature

Here with Question #3 it is found that the general feeling is one of approval. The administration has a very strong opinion that these developments do take place in the large majority of students. It is possible, however, that this section of the questionnaire was somewhat slanted in presentation. Are the students more mature because they are a year older or because of a year in Rome?

Many of those who are classified under "no answer" stated that their sons and daughters had these characteristics before Rome.

#### Question #4

Did he adjust easily upon his return to familiar surroundings?

Group	Yes	No	No Answer
A	26	6	1
B	50	11	3
C	79	12	5
D	61	1	9
Total	<u>216</u>	<u>30</u>	<u>18</u>
	82%	11%	7%

It would seem that the response to this question is somewhat surprising.

One would think that during a year away from home in this unique situation, one would find it difficult to return to his former life.

#### Question #5

a. Did you find the year costing approximately what you had expected?

Group	Yes	No	No Answer
A	28	5	-
B	48	16	-
C	67	28	1
D	46	22	3
Total	<u>189</u>	<u>71</u>	<u>4</u>
	72%	26%	2%

b. If not, was it more costly or less costly?

Group	Less	More	No Answer
A	-	5	28
B	-	16	48
C	3	26	67
D	-	22	49
Total	<u>3</u>	<u>69</u>	<u>192</u>
	1%	26%	73%

## Question #6

Did you feel the initial fees were reasonable?

Group	Yes	No	No Answer
A	31	-	2
B	64	-	-
C	95	-	1
D	70	1	-
Total	<u>260</u>	<u>1</u>	<u>3</u>
	98%	1%	1%

## Question #7

Were his requests for spending money reasonable?

Group	Yes	No	No Answer
A	31	-	2
B	63	-	1
C	93	2	1
D	67	4	-
Total	<u>254</u>	<u>6</u>	<u>4</u>
	96%	2%	2%

For those who found the year costing more than they had expected, it was not the original fees that were too high. Most of them found that the requests for spending money were reasonable, considering what was done with this money.

## Question #8

Had he developed a sense of responsibility in the use of money as a result of his stay in Rome?

Group	Yes	No	No Answer
A	24	4	5
B	39	16	9
C	56	24	16
D	49	19	3
Total	<u>168</u>	<u>63</u>	<u>33</u>
	64%	24%	12%

Of the sixty-three no's, forty-eight of the parents stated that their son or daughter had this trait before he or she went to Rome, and this year did not develop it.

As to the one hundred sixty-eight affirmatives, here is a possible explanation of how and why they try to make their allowance stretch as far as possible. If a boy would go to Florence and stay away from the nicer restaurants and stay in an inexpensive pension, he would be able to go to Sorrento in another week or two. The motivating forces seem to be stronger than at home.

#### Question #9

- a. Did you have any occasion to write to the administration for advice or help in regard to your son or daughter?

Group	Yes	No	No Answer
A	2	31	-
B	9	54	1
C	13	81	2
D	7	61	3
Total	<u>31</u>	<u>227</u>	<u>6</u>
	12%	86%	2%

- b. If yes, did you receive their cooperation?

Group	Yes	No	No Answer
A	2	-	31
B	8	1	55
C	9	4	83
D	7	-	64
Total	<u>26</u>	<u>5</u>	<u>233</u>
	10%	2%	88%



## Question #10

a. Do you approve of the way discipline was handled?

Group	Yes	No	No Answer
A	21	1	11
B	49	1	14
C	68	7	21
D	56	2	13
Total	<u>194</u>	<u>11</u>	<u>59</u>
	73%	5%	22%

b. Please comment.

Forty-eight answered this part of the question.

Typical comments were as follows:

Very good.

Father Felice was just wonderful.

Could have been more strict.

Fair and constructive.

Great deal of freedom, but mature students responded well.

## Question #11

If ill, did he receive proper medical care?

Group	Yes	No	No Answer
A	11	1	22
B	25	-	38
C	32	2	62
D	40	2	29
Total	<u>108</u>	<u>5</u>	<u>151</u>
	41%	2%	57%

Over one half of the "no answer" stated that their sons and daughters had not been ill and, therefore, did not need their care.

## Question #12

Were you satisfied with the academic life in Rome?

Group	Yes	No	No Answer
A	27	3	3
B	59	4	1
C	84	12	-
D	58	6	7
Total	<u>228</u>	<u>25</u>	<u>11</u>
	86%	9%	5%

## Question #13

Did you feel that he put sufficient efforts in his studies?

Group	Yes	No	No Answer
A	25	7	1
B	47	11	6
C	78	11	7
D	59	8	4
Total	<u>209</u>	<u>37</u>	<u>18</u>
	79%	14%	7%

## Question #14

a. Were you satisfied with the grades received?

Group	Yes	No	No Answer
A	31	2	1
B	58	6	1
C	83	12	-
D	59	6	6
Total	<u>230</u>	<u>26</u>	<u>8</u>
	87%	10%	3%

b. Were they higher than those received at his parent school?

Group	Yes	No	No Answer
A	2	22	9
B	1	46	5
C	17	73	6
D	23	33	4
Total	<u>55</u>	<u>185</u>	<u>24</u>
	21%	70%	9%

(Note: 185 no's would be a combination of lowers and the same.)

## Question #15

Did you feel that he put the proper emphasis on travel?

Group	Yes	No	No Answer
A	29	3	1
B	61	2	1
C	86	7	3
D	69	2	-
Total	<u>245</u>	<u>14</u>	<u>5</u>

Concerning Questions #12-#15: These points seem to have a rather high correlation. Of the twenty-five who were dissatisfied with the academic life in Rome (#12), all but three felt that their children failed to put sufficient efforts in their studies (#13). Of the twenty-six parents who were not satisfied with the grades (#14), twenty-four felt that there was a lack of effort on the students' part (#13). The fourteen parents who did not think that travel was properly emphasized (#15), thirteen were disappointed in their sons' and daughters' efforts (#13).

## Question #16

If you had another son or daughter who wished to go to the Rome Center, would you want to send him?

Group	Yes	No	No Answer
A	32	1	-
B	61	2	1
C	90	3	3
D	68	-	3
Total	<u>251</u>	<u>6</u>	<u>7</u>
	95%	2%	3%

(The seven no answers said it would depend on the individual.)

## Question #17

Are you pleased that you sent your son or daughter to Rome?

Group	Yes	No	No Answer
A	31	2	-
B	63	1	-
C	94	1	1
D	71	-	-
Total	259	4	1
	97%	2%	1%

The parents, like the students, seemed pleased with their sons' and daughters' year abroad. Nearly all were satisfied with the fees of the Center. It would seem, therefore, that it would be well to keep these as low as possible. General approval was indicated concerning the academic life. This is considered in the Summary and Conclusion.

## CHAPTER V

### PARENT COLLEGES' EVALUATIONS AND APPRAISALS

The Loyola Rome Center draws its student body from colleges located all over the United States. In the past three and one half years there have been over one hundred colleges and universities represented on the Rome campus. How do these colleges feel about the program? Do they think that it is worthwhile academically and culturally for their students? When their students returned to their parent college, as a good many of them do, is there a noticeable change in their behavior? Do they draw upon their experience in Rome and thus contribute more to their American campus?

These are questions that were asked of the academic deans and the deans of students of seventeen colleges and universities. These institutions were chosen since they were the largest contributors of students to the Rome Center from Spring, 1962 to Spring, 1964. The parent colleges of the 1964-66 class could not be considered since these students were still abroad at the time. Those schools who had only two or three students from 1962-64 would not, most likely, be very familiar with the program.

A few of the replies were based on an interview with one of the former students of the Rome Center. Even though these were quite favorable, they will not be considered here since the students had questionnaires of their own. One of the administrators did not feel that he had enough knowledge of the program to comment. One of the fourteen responses received, eleven will

be considered.

Since only a few of the schools contacted were small colleges, it can be surmised that the top administrators would have little personal contact with the students in question.

The eleven questionnaires are summarized below in three categories:

Academically: In general, the program is worthwhile and rewarding. Students majoring in some subjects find it more difficult to plan programs which strengthen their own areas of concentration. It was suggested that since applicants to the Rome Center were many and therefore, screened carefully for admittance, that the standards in Rome be raised and the demands increased to satisfy the superior students.

Culturally: The cultural opportunities and well-planned field trips and excursions afford the students experiences which they could get in no other way.

Personal development: In general, the administrators felt that the students could not help but profit from the program. They did not feel that they share this growth, however, with those on their home campuses to the extent that they might. A year away from the campus makes them temporarily out of touch with campus activities. To quote one of the Deans, ". . . the students are lost in the mass when they return and do not function as a yeast in the mass." Students have been enthusiastic about their year in Rome, but while they have profited personally from the experience, their contributions to the college community have not been overwhelmingly increased.

## CHAPTER VI

### FACULTY EVALUATIONS AND APPRAISALS

Those persons who had served as faculty members of Loyola in Rome as well as department chairmen from Loyola in Chicago were also asked to consider a number of points concerning the Rome Center. These questionnaires were sent out early in July to thirty-five persons; and as of July 29 there were close to sixty percent returns. They are a good sampling for they are from both lay and religious faculty members teaching in almost every term.

Were the classroom, teaching and library facilities adequate?

On the whole the classrooms were considered adequate. Some mentioned the following matters that needed attention: poor ventilation, poor lighting, and the cold in the winter months. Those who have been in Rome for more than a year have noticed a marked improvement. Audio-visual aids are not up to par. The point of greatest consideration here was the library. The judgments ran from adequate to bad. Most felt that teachers should and could gauge their assignments from the books available and would then find the library "adequate" or "not adequate" in terms of what they wanted to do.

What is your opinion of course offerings, especially in your own field?

In general, most were satisfied.

Suggestions: In theology, the courses were a little heavily scriptural, when the student body is made up predominantly of Juniors. By that time the emphasis in most college programs is more on dogma.

It was also suggested that a core curriculum be established and adhered to. Some courses would never be taught (for example, business, science, mathematics). Others would not be taught unless absolutely necessary. These in the second group would be resorted to only if, for example, a history professor coming to Rome would teach two European courses while his specialty was actually in another area. He would, then perhaps, teach one course in his field.

During the year 1962-1963 both political science and education were offered. One professor felt that this was too heavy and was happy with the solution of one semester of each. A professor who taught under the new plan of a semester each believe that this created a larger problem. Some students then took two or three courses from one professor which is difficult for both the instructor and the student.

Do you feel that the year in Rome is worth while academically for the students?

Everyone voiced an affirmative answer to this inquiry. Again, a few proposals were given. There could be more advantage gained from a heavier concentration on the unique advantages of this year in Italy by a compulsory Italian course and more scheduling of courses in Italian art, history, and culture. In this connection something profitable could be done by way of conducted tours which would also qualify for recognition as accreditable. This would offer an opportunity to cut down on some class hours.

It was suggested that Rome accept only mature and experienced teachers. Only professionals should be teaching in Rome not only for the sake of the image among students from countless colleges, but to dispel the idea that



Rome is a "vacation."

Do you feel that the proper proportions have been established between study and travel?

Most felt that their classes were being slighted in favor of travel while a few believed that a balance had been found. One suggested that the program be realistically evaluated as a compromise; the students have the opportunity neither to study as well as they would at home nor to travel as freely as they would without academic responsibilities. The better students seem to profit most from both.

A few mentioned that students being allowed to travel each week-end would be tired on Monday and distracted on Thursday.

(Author's note: All week-ends are "open"--that is, the students are allowed to leave providing they have their parents' permission and are in good standing academically and discipline-wise. Therefore, students are gone nearly every week-end, but these are not the same students, week after week. It will be remembered that the average number of week-ends spent away from the campus was twelve for the year--that is six each semester. This averages out to be approximately one out of every three or four.)

Do you think that the year provides a worthwhile cultural opportunity for the students? For the faculty?

All agreed that the year was culturally profitable for the faculty and students alike. Some questioned whether or not the most was being made of the opportunities offered. A few felt more benefits could be made available to both groups.

Did you feel that there was a good rapport between the administration and the faculty? Between the faculty and the students? Students and administration?

Faculty and administration: Here the answers were varied. Terms such as warm, considerate, willing to help, weak and difficult were used.

Administration and student: In general the feeling was that the relationship was fine. As members of the faculty, most said they could not pass on more than an impression here.

Faculty and student: The faculty were all pleased with the relationship established here. Some felt that the close community living brought a friendliness that could not be equaled on many campuses at home. It was mentioned, however, that a precaution should be taken so as to guard against a fraternization that would sacrifice the academic detachment necessary for effective teaching. A learner, this professor believes, should respect his teacher for his integrity, judgment, and scholarship and not think of him as his comrade.

## CHAPTER VII

### SUMMARY AND CONCLUSION

The Loyola University Rome Center of Liberal Arts is one of the many foreign studies programs that have been initiated on the undergraduate level in the past fifteen years. Loyola's program has some unique features that set it apart from the others. Except for the University of Maryland Program at Munich which is in operation exclusively for the sons and daughters of American government employees in Europe, it is the largest foreign studies program in existence. Its enrollment has grown in three and one-half years to two hundred thirty American students who come to Loyola from colleges and universities all over the United States. Its faculty is not limited to Loyola personnel, but other American colleges and universities have sent professors to help in staffing the Rome campus. European professors, too, join the faculty as lecturers in art, drama, history, philosophy and theology.

It was stated in the introduction to this study that in this type of foreign studies program there is a danger of the campus becoming a little America in Europe. The main factors that would generate an isolated group are the ignorance of the language and segregation from the native Italian life. Has the Rome Center overcome these difficulties? While these programs cannot be solved by a set formula and then forgotten, and while it is something that demands constant attention and supervision, the response of the questionnaires in this area are, in general, quite favorable. For

example, seventy-five percent of the students felt they had some speaking knowledge of Italian, ninety percent felt they could understand Italian when spoken. Ninety-nine percent felt that they had gained some insight into Italian life. But there is still a need for greater efforts to keep what has been achieved and to strive for improvement.

Sharing the living facilities with the Loyola students are two hundred and fifty other students from all over the world. Fifty-five percent of the Loyola students felt that the presence of these International Students had some considerable effect upon them. Does this association supplement and motivate them to improve their language skills and to deepen their awareness of their surroundings? Since a little over half of the responding student body felt that the International Students had an influence on their year in Rome, then it would seem that the Loyola students came to a somewhat deeper realization of the rest of the world through these contacts. It might also be added that many of these non-Loyola students do not speak English so the common language would be in most cases Italian.

To peer into the near future, within a few years Loyola will leave the International Student Center and move to a campus of its own. This is being done for two reasons. First, expanded residential facilities, additional classrooms, improved library facilities and more recreational areas are essential for the Loyola Center. Second, the Italian government is being forced to pay for the living expenses of many of the scholarship students in Rome because their allotted space in the Rome Center is being taken up by

Loyola students. The Italian Government can promise a renewed contract with Loyola for only two years.<sup>1</sup>

What effects will this have on the Loyola program? Certainly, it will give the administration more freedom in conducting the program. It would seem, however, that the program itself would have to be strengthened in the area of foreign living in order to avoid the danger of becoming an island in the middle of a foreign country.

The aim of the Loyola Rome Center is to offer an opportunity to undergraduates to study abroad without interruption of their college education. Naturally, the first concern of an educational institution is the teaching and learning process. But should this learning be achieved in the same way in Rome as in Chicago? If the aims and methods are the same in both Rome and Chicago, then it would seem wasteful to divide the Universities energies. However, as the preceding evaluations on balance seem to indicate, the aims and approaches and results are different enough to more than justify this venture.

Things that are to be achieved in Chicago are not necessarily important in Rome. For example, the Roman Center is concerned with studies in the humanities and there would be need to present courses in the sciences. Since Rome has been established as a center of specialization in the humanities, it must justify itself as such. It is distinctive because of its location. It would seem, therefore, to be beneficial to use this singularity to the utmost.

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<sup>1</sup>Interview with Father Felice, July 6, 1965.

Would not the Rome Center as a hub concerned with what is pertinent to Rome, the Mediterranean and European culture be a fine goal? This however, is an ideal. Loyola, in order to attract two hundred and thirty students every year, and with three hundred and fifty as the planned capacity, must adjust its curriculum to a certain extent. Students cannot be expected to go to Rome and take one year of electives. For one of the main objectives of Loyola in Rome is to give the students this year of study without interrupting the college programs. A year of Ancient and Medieval History, Italian, Archeology, Classics, Church History and Theology would not in itself achieve the legitimate ambition "graduation on time."

How should this adjustment be made to accomplish both objectives? It would seem that if a course in American History is to be a part of the curriculum, it should be presented differently in Rome than it is in Chicago. Could not the influence that the European nations have had on American history be given a sizable emphasis? A course taught in Ancient History cannot be presented properly in Rome if it is taught in the same manner as it is in the United States. The teachers and the students must draw upon their surroundings in order to make the most of the opportunities presented.

Aside from the academic life, how much emphasis should be placed on travel? The questionnaires show a point of disagreement in this area. The faculty, in general, felt that the students lacked some seriousness of intent. Travel came first and then remaining energies were put into study.

The students, on the other hand, told a different story. Fifty-four percent said that the courses were easier in Rome than they were at their United States colleges and forty-six percent felt that classes did not stop

them from doing even more traveling than they did. Ninety-nine percent would advise others to go to Loyola in Rome, even though the students' over-all impressions of the academic life in general as well as the teaching staff were not overwhelmingly favorable, a situation which is not too unusual on domestic campuses.

The parents, as distant observers, reacted favorably to the academic life of their sons and daughters while attending Loyola in Rome.

It is of the greatest importance to Loyola in Rome that the correct study-travel proportions be established. One should not be a threat to the other, and a program should constantly strive to improve its correlation of these two essential ingredients.

In order to reach these goals, faculty should be chosen with great care. They should be people who will be dedicated to this program, for it is the faculty's responsibility to motivate students to get the most out of the program, on campus and off campus.

Students must be admitted to the Rome Center with great care. At present, the students must be recommended by their respective deans and have an overall grade point of 2.2. It would seem that these two policies should be re-examined. A more careful screening would be beneficial. Perhaps a questionnaire directed to the applicants which would indicate an evaluation of their intent would be a worthwhile way of assessing the students. In accepting students with a 2.2, the Rome Center is not being very selective. Perhaps a minimum of 2.5 should be considered.

The library has been growing steadily and must continue to do so in the years to come. The curriculum is specialized and the library must be the

same. It cannot now afford luxuries but must strengthen itself in the necessary fields.

Extracurricular activities must be increased and improved. With careful organization, worthwhile forums and discussion groups among Loyola students and other students in Rome would be very valuable. Guest lecturers should be plentiful.

In the past three and one-half years there has been a very close community of faculty, administration and students working and living in Rome. As the program grows in size, much effort should be exerted to keep this close knit family spirit.

The Rome Center has made progress in the past three and a half years, but the possibilities for such an operation have only begun to be tapped. In the beginning, many within the university were skeptical of such an operation; this number has dwindled considerably. It began as an experiment and had to prove itself worthy of being retained on a permanent basis. This has been accomplished. In July, 1965, the Board of Trustees of the University made the decision and the Rome Center is now a permanent and unique part of the University.



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# APPENDIX I

## ROME CENTER ENROLLMENT, SPRING 1962

There is no listing of the colleges represented during the first semester. It is known, however, that 55 of the 92 students were from Loyola, Chicago.

## ROME CENTER ENROLLMENT, ACADEMIC YEAR 1962-1963

College or University	Full Year	Fall Only	Spring Only
Barat College	1		6
Bradley University	1		
Butler University	2		
Canisius College	1		
Creighton University	1		
Dayton College	1		
Dominican College	1		
Gonsaga University	1		
Loretto Heights College	2		
Loyola University (Chicago)	18	10	12
Loyola University (New Orleans)		2	4
Manhattenville College of the Sacred Heart	1		1
Marquette University	6		2
Maryville College			10
Maryville College of the Sacred Heart			8
Mercyhurst College	1		
Moline Community College	1		
Montana State University	1		
Mount Mary College	1		
Mundelein College	1	1	2
Nazareth College	1		
New School	1		
Notre Dame University			8
Northwestern University	1		
Oregon State University	2		
Regis College			1
Roosevelt University	1		
St. Louis University	3	1	2
St. Mary's College (Notre Dame)	2		1
St. Mary of the Woods College	2	1	
San Francisco College for Women			2

College or University	Full Year	Fall Only	Spring Only
Spring Hill College			1
Sweet Briar College			1
Syracuse University			1
Texas Technical College			1
University of Dayton			1
University of Detroit			1
University of Illinois	1		
University of Maryland (Munich)	1		
University of Pennsylvania	1		
University of Santa Clara	19		1
University of Wisconsin	1		
Villanova University			1
Webster College	1		
Wright Junior College	1		
Xavier University			3
Yale University		1	

## ROME CENTER ENROLLMENT, ACADEMIC YEAR 1963-1964

Barat College	1		
Boston College	1		
Brownard County Junior College	1		
Clarke College	2	1	
Chicago Teachers College	1		
Central Michigan University			1
DePaul University	1	1	
Emory University	1		
Endicott Junior College	1		
Fairfield University	1		
Georgetown University	1		
Georgetown Visitation College	1		
Gonzaga University	19		
Holy Cross College	11		1
John Carroll University	4		
Loop Junior College			1
LeMoyne College	1		
Loras College	1		
Loretto Heights College	2		
Long Beach College		1	
Loyola University (Chicago)	29	12	11
Loyola University (Los Angeles)	1		2
Loyola University (New Orleans)	3	2	
Marquette University	6		1
Marycrest College	1		
Maryville College	2	2	
Menlo College	1		
Merrimack College	1		
Michigan State University	1		

College or University	Full Year	Fall Only	Spring Only
Mundelein College	2	2	
Newton College of the Sacred Heart	1		
Regis College	4		
Robert College (Turkey)	1		
Rosemont College	1		
Seattle University	3		
St. Mary's College	4		
St. John's University	1		
Santa Barbara City College	1		
St. Mary of the Lake Junior College	1		
St. Norbert's College	1		
St. Procopius College	2		
St. Teresa College			1
St. Louis University	5	1	1
Spring Hill College	2	2	
Trinity College	1		
University of Wyoming	2		
University of Santa Clara	18		8
University of Dayton	5		
University of Notre Dame	2		4
University of Scranton	2		
University of Portland	1	1	
University of Wisconsin			1
Virginia Military Institute	1		
Western Michigan University	1		
Wright Junior College	2		
Xavier University	1		2

## ROME CENTER ENROLLMENT, ACADEMIC YEAR 1964-1965

Amundsen Junior College	1		
Arizona State University	1		
Barat College		1	1
Boston College	1		
Bucknell University	2		
Canisius College	2		
Catholic University of America			2
Chicago Teachers College	1		
Clarke College	2		
College of Mount St. Vincent	3		
College of St. Thomas	3		
College of the Holy Cross	3		
Colorado State College	1		
Creighton University	1		
Dayton University	1		
DePaul University	1		
Drury College	3		
Fairfield University	1		

College or University	Full Year	Fall Only	Spring Only
Georgetown University	1		
Gonzaga University	2		
Hofstra University	1		
Immaculate Heart of Mary Seminary	1		
John Carroll University	2		
LeMoyne College	15		
Loretto Heights College	3		
Loyola University (Chicago)	50	9	17
Loyola University (Los Angeles)		3	
Loyola University (New Orleans)	3		
Marquette University	9	1	
Merrimack College	1		
Michigan State University	1		
Monmouth College	1		
Montana State University	1		
Mount St. Mary's College	1		
Mundelein College	1	1	
Nazareth College	1		
Northern Illinois University	1		
Notre Dame International School	2		
Notre Dame University	1		1
Providence College	5		
Quincy College	1		
Regis College	1		1
Rosary College	3		
Spring Hill College	1		2
St. John's University	1		
St. Joseph's College	4		
St. Leo Junior College	2		
St. Louis University	6	2	
St. Mary's College	1		2
St. Mary of the Woods College	1		
St. Michael's College	2		
St. Norbert College	2		
St. Xavier College	1		
Trinity College	4		
University of British Columbia	9		
University of California	1		
University of Florence	1		
University of the Pacific	1		
University of Portland	2		
University of Puerto Rico	1		
University of Rome			1
University of San Francisco	6		
University of Santa Clara	28		
University of Scranton	1		
University of Wisconsin	1		
Western College for Women	1		

College or University	Full Year	Fall Only	Spring Only
Western Michigan University	1		
Wheeling College	4		
Wright Junior College	2		
Xavier University	2		

## APPENDIX II

### FACULTY OF THE LOYOLA ROME CENTER

#### SPRING 1962

Cecilia D. Bartoli, Ph.D.  
Reverend John Coffey, S.J., Ph.D.  
Rosemary Donatelli, A.M.  
Reverend John J. McKenzie, S.J., S.T.D.  
Reverend Pierre Riches, A.M., S.T.D.  
Reverend Paul Sevick, S.J., Ph.D.  
George Szemler, A.M.

#### ACADEMIC YEAR 1962-1963

Cecilia D. Bartoli, Ph.D.  
Rosemary Donatelli, A.M.  
Michael Fink, Ph.D.  
Reverend Carmel Galea, Ph.D., J.C.L.  
Anthony Guida, Ph.D.  
Oskar Halecki, Ph.D.  
Reverend Malachi Martin, S.J., S.T.D.  
Reverend John Mentag, S.J., Ph.D.  
Reverend Evarsito Moran, O.P., Ph.D., D.D.  
Reverend Robert A. O'Donnell, C.S.P., Ph.D.  
Margaret O'Dwyer, Ph.D.  
Reverend Pierre Riches, A.M., S.T.D.  
Reverend Carmel Sant, S.T.D.  
Francis Schwarzenberg, J.D.  
Maria-Vittoria Sebastiani, Litt.D.  
Reverend Paul Sevick, S.J., Ph.D.  
Stanley Stewart, M.S.  
Gerald Weiss, A.M.

#### ACADEMIC YEAR 1963-1964

Frank A. Ayd, Jr., M.D.  
Cecilia D. Bartoli, Ph.D.  
Patrick J. Casey, Ph.D.

Reverend M. Joseph Costelloe, S.J., S.T.L., Ph.D.  
Reverend Charles A. Curran, Ph.D.  
Daniel DeBarbieri, A.M.  
Michael Fink, Ph.D.  
Anthony Guida, Ph.D.  
Reverend John Long, S.J.  
Reverend Robert A. O'Donnell, C.S.P., Ph.D.  
Margaret O'Dwyer, Ph.D.  
Glorianna Palesa, Ph.D.  
Reverend Pierre Riches, A.M., S.T.D.  
Gerald Weiss, A.M.

ACADEMIC YEAR 1964-1965

Frank J. Ayd, Jr., M.D.  
Bernard Bomaritto, A.M.  
Daniel P. Brown, A.M.  
Roberta Christie, Ed.D.  
Thomas Conway, A.M.  
Reverend Thomas L. Coonan, S.T.D., Ph.D.  
Reverend Richard Dillon, S.T.D.  
Michael Fink, Ph.D.  
Ligeia C. Gallagher, Ph.D.  
Anthony Guida, Ph.D.  
Reverend John Long, S.T.D.  
Reverend Richard McBrien, S.T.D.  
Joseph F. Menes, Ph.D.  
Reverend Robert A. O'Donnell, C.S.P., Ph.D.  
Glorianna Palesa, Ph.D.  
Cecilia Bartoli Perrault, Ph.D.  
Reverend Carl J. Stratman, C.S.V., Ph.D.



### APPENDIX III

#### PLAN OF COOPERATIVE PROGRAM BETWEEN LOYOLA UNIVERSITY, CHICAGO, AND OTHER COLLEGES AND UNIVERSITIES IN THE LOYOLA ROME CENTER OF LIBERAL ARTS

##### I. ADMINISTRATION

In January 1962, Loyola University of Chicago opened a center in Rome, Italy, to provide American students with the opportunity of enjoying the cultural advantages of a semester or year in Rome without interrupting their regular college programs.

The name of the Rome Center is the Loyola University Rome Center of Liberal Arts. The address is Viale Ministero Affari Esteri, 5, Rome, Italy. The Center is controlled and operated exclusively by Loyola University, Chicago.

The director of the Rome Center is a full-time faculty member of Loyola University with academic rank. He reports directly to the Vice-President and Business Manager of the University in financial matters, and to the Dean of Arts and Sciences in academic matters. The entire operation is under the President and Board of Trustees of Loyola University, Chicago. The final decision in regard to professors, courses, admission of students, and all other matters connected with the Rome Center is reserved to Loyola University, Chicago.

##### II. CURRICULUM

The courses taught in the Rome Center are a selection of the courses listed in the official bulletins (catalogues) of Loyola University. These courses follow the same syllabi and carry the same credit value as the courses offered on our Chicago campuses.

Although the departments represented and the courses themselves remain more or less stable each year, a particular course may not be offered or a particular department may not be represented in any given semester.

Loyola University retains the right to cancel a course scheduled for the Rome Center if an insufficient number of students enroll for it.

##### III. STUDENTS

The students in the Rome Center are students from the various colleges of Loyola University and from colleges and universities other than Loyola.

Students from other colleges and universities applying for a semester or a year in the Rome Center are admitted to Loyola University as transfer students in the same manner as students applying to one of the colleges of the Chicago campuses. All students at the Rome Center must be full time students, that is, must register for at least twelve semester hours of credit each semester. No student may spend more than two semesters at the Rome Center.

Freshmen are not accepted for the Rome Center. Seniors are normally not accepted for the Rome Center. If seniors do apply for the Rome Center, they do so with the understanding that Loyola undertakes to administer no comprehensive examinations, no Graduate Record Examinations, and no other requirements demanded by a particular college for graduation. In practical terms, a senior who applies for the Rome Center may be unable to graduate that year.

To enable cooperating schools to participate more fully in this program, Loyola University will accept a predetermined number of qualified students from a cooperating school, provided that the application for the following September is submitted before March 15 and subject to the following conditions:

1. The student must be in good standing in his own college and submit a recommendation from his own dean of studies and dean of discipline.
2. The student must apply for the full year. Although the Rome Center does accept students for one semester, the number of such vacancies is small and places cannot be guaranteed for large numbers of one-semester applicants. Therefore, full-year applicants are given preference.
3. No student shall be accepted for the Rome Center whose scholastic average, both for the previous semester and also cumulative average, is below 2.20 on a 4.0 basis. Appropriate representation for students who merit special consideration may be made by the Dean of the applicant to the Director of Admissions for the Rome Center, who will refer the case to the Dean of the College of Arts and Sciences of Loyola University.
4. Because of restricted and approximately equal accommodations for men and women at the Rome Center, Loyola University reserves the right to accept no more women than men from any one coeducational cooperating school.
5. An individual school is under no obligation to fill its quota each year. Any places not applied for before March 15 will be at the disposition of Loyola University for other applicants. On the other hand, applicants from a cooperating school in excess of the school's quota will be considered after March 15 on the basis of space available.

- 6 The quota for a school may be revised from time to time to correspond to the actual average number of applicants received from the school.
7. If a cooperating school should consistently fail to approach its quota, or if it should furnish such a small number of students that it would not be making a significant contribution to the Rome Center, Loyola University may withdraw permission for the school to cooperate formally in the program. This would take away from the cooperating school its guaranteed quota of students and the right to advertise the Rome Center as part of the school's foreign study program: it would not deny the possibility of admission to individual students from such a school.

#### IV. FACULTY

The faculty of the Rome Center is composed of members of the regular faculty of Loyola University, Chicago, and of visiting professors from other institutions. All of the faculty have been approved by the Committee on Faculty Appointments of Loyola University in the same manner as faculty members teaching on our Chicago campuses.

Maintenance of a school such as the Rome Center with its high standards of scholastic excellence requires a trained and talented faculty. The cooperating schools may also find it beneficial to provide a means to allow members of their own faculty to profit by a stay in Europe and will be invited from time to time to suggest available faculty members from various departments of their own school for appointment to the Rome Center. Such recommendations from the administration of cooperating colleges will be welcomed for a term of either one semester or a full year. Financial arrangements will be communicated upon request.

#### V. PROMOTION

Cooperating schools may consider the Rome Center as a program of their respective schools, conducted in cooperation with Loyola University at its Rome Center. Cooperating schools may include announcements of the Rome Center Program in their own catalogues and in other brochures. The wording of the catalogue should include the following: XYZ College, in cooperation with Loyola University, Chicago, offers a year abroad at the Loyola University Rome Center of Liberal Arts.

## COOPERATING COLLEGES AND UNIVERSITIES

College or University	Student Quota	Date
University of Santa Clara	20-25	11-5-63
LeMoyne College	15	12-1-63
San Francisco University	15	11-15-63
Canisius College	6	12-10-63
Detroit University	6	1-4-64
Bucknell University	6	11-6-63
John Carroll University	6	11-8-63

## APPENDIX IV

### QUESTIONNAIRES

#### STUDENT QUESTIONNAIRE

PLEASE UNDERLINE THE CORRECT ANSWER:

1. What year did you spend in Rome? Freshman, Sophomore, Junior, Senior
2. When were you in Rome? Spring 1962; Fall 1962; Spring 1963; Fall 1963; Spring 1964; Fall 1964; Spring 1965.

PLEASE ANSWER YES OR NO:

3. After acceptance to the center, did you find information and help easy to obtain from Loyola personnel?
4. Upon arrival in Rome, did you feel an effort was made by the staff to help you orientate yourself to life in Rome?
5. Did you continue college after Loyola in Rome?
6. Have you received your bachelor's degree?
7. If not, do you plan to do so?
8. Have you done any graduate study?
9. If not, are you planning graduate studies for the future?
10. Did you find your teachers in Rome available for consultation?
11. Did you find your courses in Rome easier than at your U.S. college?
12. Did your professors in general grade less strictly than your U.S. college professors?
13. Did you know any Italian before coming to Rome?
14. Did you study Italian in Rome?
15. Would you make an Italian course a prerequisite for admission to Rome?
16. Would you make Italian classes compulsory in Rome?
17. At the end of your stay in Rome, could you speak Italian?
18. Did you understand Italian spoken?
19. Did you gain an insight into the culture of Italy?
20. Did you experience in Rome aid your personal development?
21. Did you profit from the close community living?
22. Did you find your fellow students sympathetic?
23. Did you profit from the independence you were allowed?
24. Did you feel that the freedom allowed was adequate?
25. Did you feel that the administration was too lenient?
26. Did you own (or rent for a long period of time) a car?
27. Did you own (or rent for a long period of time) a scooter?
28. Were you ever involved in an accident?
29. If you were involved in an accident, were the damages significant?
30. Did the presence of the International Students have considerable effect

31. Did you have any close friends among these students?
  32. Have you kept in touch with any of these students?
  33. Have you married or do you plan to marry one of these students?
  34. Have you or do you plan to marry one of the Loyola students?
  35. If you answered yes to either 33 or 34, did you know this individual before coming to Rome?
  36. Do you approve of the bar on campus?
  37. Do you think the bar helped develop a sense of responsibility in the students with regard to drinking?
  38. Do you think that the bar permitted over-drinking that would not have occurred if beer had not been sold on campus?
  39. Did you go to the Middle East with the school?
  40. Would you advise others to take advantage of this trip?
  41. Excluding the Middle Eastern tour, would you advise others to travel independently as opposed to school guided tours?
  42. Was your religious life affected in any way by your stay at the Rome Center?
  43. Did you go home with the group in June or January?
  44. If your religious life was affected, was it for the better?
  45. If you did notice a change, were the theology and philosophy courses at the center an influencing factor?
  46. Were discussions with clerical and lay faculty of any influence in your spiritual development?
  47. Religion before coming to Rome \_\_\_\_\_. Did you practice it before coming to Rome?
  48. Did you practice a religion while in Rome?
  49. Do you practice a religion now?
  50. Did you find the living quarters satisfactory?
  51. The food?
  52. The administration cooperative?
  53. The medical care?
  54. The religious counseling?
  55. The academic counseling?
  56. The traveling provisions to and from Rome?
  57. Have you returned to Europe?
  58. Would you advise others to come to Loyola in Rome?
  59. Have you advised others to come to Loyola in Rome?
  60. Do you hope to return to Europe?
- PLEASE ANSWER IN THE SPACE PROVIDED:
61. How did you first learn of Loyola in Rome?
  62. When did you first become interested in Loyola in Rome?
  63. What college did you attend prior to Loyola in Rome?
  64. If you continued your studies after Loyola in Rome, at what college?
  65. Did your courses in Rome coordinate satisfactorily with the rest of your college program?
  66. What was your major?
  67. Course suggestions.
  68. Please estimate how many week-ends you left Rome (Note whether you were a one-semester or a full-year student).

69. Did classes stop you from traveling more?
70. Did a lack of financial means hamper your travel?
71. Please give an estimate of how much money you spent over and above the set fees.
72. If possible, please give a breakdown of this sum (for example, entertainment, gifts, travel, cigarettes).
73. List countries and cities visited.
74. Age (now).....Age (in Rome).
75. Father's occupation.
76. Mother's occupation.
77. Father's religion.
78. Mother's religion.
79. Your religion.
80. Father's national descent.
81. Mother's national descent.
82. Number of brothers and sisters.

PLEASE RATE THE FOLLOWING E: EXCELLENT; G: GOOD; F: FAIR; P: POOR:

83. Academic life in general.
84. The teaching staff.
85. The library facilities.
86. The competition offered by other students in academic matters.
87. The correlation of curriculum with surroundings.

PLEASE CIRCLE THE CORRECT ANSWER:

Upon your return to the States, did you find that your attitudes toward your

- |                 |          |          |                         |
|-----------------|----------|----------|-------------------------|
| 88. Family were | tolerant | the same | in greater appreciation |
| 89. Friends     | tolerant | the same | in greater appreciation |
| 90. School      | tolerant | the same | in greater appreciation |
| 91. Country     | tolerant | the same | in greater appreciation |
| 92. World       | tolerant | the same | in greater appreciation |
| 93. Self        | tolerant | the same | in greater appreciation |

#### PARENTS' QUESTIONNAIRE

1. What year did your son/daughter spend in Rome? (Spring 1962; Fall 1962; Spring 1963; Fall 1963; Spring 1964; Fall 1964; Spring 1965).
2. Were you in favor of his coming to Rome prior to his attendance?
3.
  - a. Was there a noticeable change in him upon his return from Rome?
  - b. If yes, was it for the good?
  - c. Had he gained maturity?
  - d. Had he gained independence?
  - e. Had he gained self-reliance?
  - f. Did you notice any other developments, either for the good or bad, upon which you care to comment?
4. Did he adjust easily upon his return to his familiar surroundings?
5. Did you find the year costing approximately what you had
  - a. expected?
  - b. If not, was it more costly?
6. Did you feel the initial fees were reasonable?
7. Were his requests for spending money reasonable?

8. Had he developed a sense of responsibility in the use of money as a result of his stay in Rome?
9. Did you have any occasion to write to the administration for advise
  - a. or help in regard to your son/daughter?
  - b. If yes, did you receive their cooperation?
10. a. Do you approve of the way the discipline was handled?  
b. Please comment.
11. If ill, did he receive proper medical care?
12. Were you satisfied with the academic life in Rome?
13. Did you feel that he put sufficient effort into his studies?
14. a. Were you satisfied with the grades received?  
b. Were they higher than those received at his parent school?
15. Did you feel that he put the proper emphasis on travel?
16. If you had another son or daughter who wished to go to the Rome Center, would you want to send him?
17. Are you pleased that you sent your son/daughter to Rome?

#### FACULTY QUESTIONNAIRE

1. Were the classroom, teaching and library facilities adequate?
2. What is your opinion of the course offerings, especially in your own field?
3. Do you feel that the year in Rome is worthwhile academically for the students?
4. Do you think that the proper proportions have been established between study and travel?
5. Do you think that the year provides a worthwhile cultural opportunity for the students? for the faculty?
6. Did you feel that there was a good rapport between the administration and the faculty? between the faculty and the students? between the students and the administration?
7. Do you think that the aim of the Rome Center is sufficiently and realistically defined? Do you think it is substantially achieved?
8. What are your impressions of the spirit of the students? of discipline? of the opportunities for spiritual growth both at the Center and in the wider context of Rome?

#### QUESTIONS TO BE CONSIDERED BY THE DEAN OF STUDENTS CONCERNING THE LOYOLA ROME CENTER

1. Do you think that the year provides a worthwhile cultural opportunity for the students?
2. Have you observed a change in behavior pattern in the students upon their return from Rome?
3. Do you feel that the students draw upon experience in Rome and make a greater contribution to your community?



QUESTIONS TO BE CONSIDERED BY THE ACADEMIC DEAN  
CONCERNING THE LOYOLA ROME CENTER

1. Do you feel that the year is worthwhile academically for the students?
2. Do you think that the year provides a worthwhile cultural opportunity for the students?
3. What is your opinion of the course offerings?
4. Do you feel that the students draw upon experience and make a greater contribution to your community?

## APPROVAL SHEET

The thesis submitted by Valerie T. Berghoff has been read and approved by three members of the Department of Education.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

2-21-66  
Date

John W. W. W. W.  
Signature of Adviser